

Subject: Science	Year group: Year 4	Topic: Working Scientifically	Initiation & activation activities:
Prior knowledge required: <ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</li> </ul>		Vocabulary:	
Programme of Study	Implementation:	Impact –lesson sequence	Evaluations and assessments
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written	<b>Planning:</b> Can they set up a simple fair test to make comparisons? Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated? Can they suggest improvements and predictions? Can they decide which information needs to be collected and decide which is the best way for collecting it? Can they use their findings to draw a simple conclusion? GD – Can they plan and carry out an investigation by controlling variables fairly and accurately? Can they use test results to make further predictions and set up further comparative tests? <b>Obtaining and Presenting Evidence</b> Can they take measurements using different equipment and units of measure and record what they have found in a range of ways? Can they make accurate measurements using standard units? Can they explain their findings in different ways (display, presentation, writing)? GD – Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? <b>Considering Evidence and Evaluating</b> Can they find any patterns in their evidence or measurements? Can they make a prediction based on something they have found out? Can they evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables?		

<p>explanations, displays or presentations of results and conclusions          using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions          identifying differences, similarities or changes related to simple scientific ideas and processes          using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Can they use straightforward scientific evidence to answer questions or to support their findings?          Can they identify differences, similarities or changes related to simple scientific ideas or processes?          GD –          Can they report findings from investigations through written explanations and conclusions?          Can they use a graph or diagram to answer scientific questions?</p>		
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